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Factors of compliance of a child with rules in a Russian cultural context

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The article covers the analysis of the child's psychology compliance with culture rules – the cultural congruence. The description of the technique aimed to detect the cultural congruence of five- to six-year-old children is presented. The technique is made on the basis of the revealed range of rules of a child's and adult's interaction in a social situation. It provides the possibility to determine the child's compliance with the norms according to four scales, in combination they form the cultural congruence indicator. Scales of cultural congruence are correlated to a number of factors: 'compliance with adult's expectations', 'obedience', 'self-control', 'observance of safety rules', 'self-care'. The technique of cultural congruence determination is approved for the Russian sample of children living in the megalopolis with the population over one million people. Along with the empirical material, special attention is paid to the theoretical analysis of differences in the positions 'personality' and 'subject' in their interaction with culture as the system of standard situations.

Keywords: cultural congruence; standard situation; child; subject of culture

Introduction

In Russian psychology the ontogenesis of the psyche of children is considered as a result of cultural influence (Bozhovich 1968; Elkonin 1989; Vygotsky 1996). 'Culture, passing from outside into the child's inner individual world, gives him such means that help him to perceive, feel, organise his behavior' (Veraksa 2011). Culture is transmitted into individual consciousness in special conditions which Vygotsky called 'social situation of development' (Vygotsky 1996). The social situation of development poses challenges for a child at each stage of age specific development, the resolution of which is the content of cognitive development at this age.

The social situation of development is an essential characteristic of the age period of development when specific relations between a child and its social environment are revealed (Vygotsky 1996). The social situation of development determines the place of a child in the system of social relationships and the corresponding requirements of the society.

At preschool age, from three to seven, the social situation of development of a child is determined by his relationship with an adult who sends existing culture norms to a child and introduces him to standard rules. That is why for the psychological assessment of the social situation of the development of a preschooler it is necessary to

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